

# Exploring the Culture and Customs of Louisiana's Tunica-Biloxi Tribe

**Grade Level:** High School

**Subject:** History

**Key words:** See below

**Suggested Time Frame:** 10 days

**Designed by:** William Gillispie

**School District:**

## **Standards (High School, History):**

WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:

- conducting historical research/comparing and contrasting varied points of view/using technology to research, produce, or publish a written product

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues

WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

**Student Objectives:** Students will be able to address the following questions.

## *Essential/Driving Questions*

- What are some of the key differences between the Aztec and the Incan empires? (1.1)
- How were Native American communities of North America different than the empires of South America? (1.2)
- Why did Europeans begin exploring? (2.1)
- What circumstances allowed for Europeans to explore in both the East and the New World? (2.1)
- Describe and explain the causes of European exploration in the Indian Ocean region. (2.1)
- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World? (2.2)
- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people. (2.3)
- Explain the Columbian Exchange and describe the factors that led to the development of global trade. (2.4)



## **Lesson Plan**

### **1. 1 – Native American Empires, Aztec and Inca**

#### **Key Terms:**

- Aztec Empire
- Incan Empire
- Maya
- Nahuatl
- Tenochtitlan
- Tribute Empire
- Chinampas
- Cuzco
- Quipu

#### **Essential Questions:**

- What are some of the key differences between the Aztecs and the Incan empires?

### **1.2 – Native American Communities North America**

#### **Key Terms:**

- Cherokee
- Choctaw
- Iroquois Confederacy
- Pueblo
- Inuit

#### **Essential Questions:**

- How were Native American communities of North America different than the empires of South America?

### **2.1 – Early European Exploration**

#### **Key Terms:**

- Ottoman Empire
- Henry the Navigator
- Vasco da Gama
- Swahili Coast
- Portuguese

- India
- Treaty of Tordesillas
- Isabella and Ferdinand
- Hispaniola

#### **Essential Questions:**

- Why did Europeans begin exploring?
- What circumstances allowed for Europeans to explore in both the East and the New World?
- Describe and explain the causes of European exploration in the Indian Ocean region.

### **2.2 – Conquest of the New World**

#### **Key Terms:**

- Charles V
- Hernando Cortes
- conquistadores
- Montezuma
- Atahualpa
- Pizarro

#### **Essential Questions:**

- How was Spain able to overcome disadvantages in numbers and distance to conquer the New World.

### **2.3 – Spain Builds an American Empire**

#### **Key Terms:**

- Phillip II
- New Spain
- Peru
- mestizos/criollos/mulattoes
- haciendas
- encomienda
- Potosì
- Popé
- Pueblo Revolt

#### **Essential Questions:**

- Explain the effects of Spanish colonization on the Americas and describe the resistance to Spanish rule by indigenous people.

## **2.4 – The Columbian Exchange and Global Trade**

### **Key Terms:**

- Columbian Exchange
- mercantilism

### **Essential Questions:**

- Explain the Columbian Exchange and describe the factors that led to the development of global trade.

## Unit 1 Calendar

Date	Major Topics	Reading/Assignment Due
Day 1	Introduction to Course 1.1 Native American Empires, Aztec and Inca	
Day 2	1.1 Native American Empires, Aztec and Inca 1.2 Native American Communities North America <u>Assign Louisiana Native American Presentations</u>	Sign up for Google classroom Signed Parent Letter
Day 3	1.1 Native American Empires, Aztec and Inca 1.2 Native American Communities North America	1 - King Moctezuma, <i>Laws, Ordinances, and Regulations</i> (1450)/Diego Duran <i>Book of the gods and Rites</i> , (1574-1576)
Day 4	1.2 Native American Communities North America	<u>Quiz on Reading</u>
Day 5	2.1 European Exploration 2.2 Conquest of the New World <u>Assign Columbus DBQ</u>	
Day 6	2.3 Spain Builds an American Empire	
Day 7	2.4 The Columbian Exchange and Global Trade Time to Work on Project	2 - Juan Sepúlveda, <i>On the Causes of Just War with the Indians</i> (1547) <u>Columbus DBQ Due</u>
Day 8	Time to Work on Project	
Day 9	<u>Louisiana Native American Presentations</u>	<u>Louisiana Native American Presentations Due</u>
Day 10	UNIT 1 TEST	<u>STUDY FOR UNIT 1 TEST</u>

## **Guidelines for Louisiana Native American Community Presentations**

In groups of 2 or 3, students will be assigned a Native American community in Louisiana, then, they will be asked to present on that group, making sure to include:

- o A traditional greeting to the class by the group and (if possible) in the traditional language.
- o A map showing where the community once occupied and where they occupied today, including any forced or volunteer movement.
- o A discussion of any conflicts or wars with Europeans explorers or occupiers?
- o One important mythological story from the community.
- o One traditional song and dance from this community.
- o Discussion federal recognition for the community (if they have it or have filed for it)
- o Argue what things this tribe might need or deserve from the federal government and why (if they do not need anything, explain why)

The group will be graded on the success of the presentation and the accuracy of claims.

\_\_\_/30 Accuracy of content in presentation

\_\_\_/25 Organization and clarity

\_\_\_/15 Potency of argument on needs from government

\_\_\_/15 Mythological Story, song and dance, traditional greeting

\_\_\_/10 Speaking ability and grammatical success

\_\_\_/5 Wow Factor

\_\_\_/100 Total